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ABSTRACT

The New York State Regents Competency Testing Program is described. Competency tests have been developed in the basic skills of reading, writing, and mathematics, for two purposes: (1) to identify those students who need remedial help; and (2) to assure that students receiving high school diplomas have acquired adequate competence in these areas. The major portion of this document consists of sample test items in reading comprehension, writing, and high school mathematics. The correct answers for objective test items and criteria for evaluating the writing exercises are included, as well as suggested standards to be required of New York students. A brief questionnaire, designed to solicit educators' opinions of these standards, is appended. (GDC)

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The Regents Competency Testing Program

Setting Standards in the Basic Skills as a Requirement for High School Graduation

Information Brochure

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
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SEPTEMBER 1978

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
ALBANY, NEW YORK 12234

TO: Participants at the 1978-79 Regents Regional Conferences
Members of the Commissioner's and Regents Advisory Councils
Members of Statewide Professional and Lay Organizations

SUBJECT: The Regents Competency Testing Program

The Regents competency testing program is part of a comprehensive plan being developed by the Board of Regents to assure that students have acquired an adequate competence in the fundamental skills of reading, writing, and mathematics before graduation from high school. In July, the Board of Regents set tentative performance standards in each of the three skill areas as requirements to be met for a high school diploma. The Regents are seeking professional and public reaction to these tentative standards before determining the final standards at the February 1979 meeting.

Attached is information about the Regents competency testing program. The tentative standards in reading, writing, and mathematics are described in detail. The last page of the packet is a questionnaire that may be used to report your reactions and comments to the Board of Regents.

The Board of Regents and the Department would appreciate receiving your advice and assistance on the setting of appropriate standards for a high school diploma. With your help, the Regents competency testing program will help to strengthen elementary and secondary education in New York State.

Thank you for your cooperation.

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PREFACE

Tentative performance standards in the basic skills have been set by the Board of Regents as a requirement for high school graduation in New York State. This packet of material has been prepared for distribution to the public, education professionals, and lay organizations to acquaint these groups with the Regents competency testing program and to obtain their reaction to the tentative standards.

The first section of this packet describes the purposes of the Regents competency testing program and the need for setting appropriate standards of performance. For each of the three skill areas--reading comprehension, writing, and mathematics--the packet contains a detailed description of the new Regents competency test and the tentative performance standard. Sample test materials are also included. The last page of the packet is a questionnaire that may be used to report reactions and comments to the Board of Regents.

Would you please review carefully the section for each skill area, giving special attention to the level of performance represented by the tentative standard. May we suggest that, immediately after reviewing each section, you indicate your views with respect to the tentative performance standard for that skill area by completing the appropriate part of the questionnaire.

We would appreciate your returning the completed questionnaire as soon as possible. The Board of Regents plans to establish the final standards at its February 1979 meeting. Your reactions and comments would be most helpful.

THE REGENTS COMPETENCY TESTING PROGRAM

Program Purposes

One of the most important responsibilities of the elementary and secondary schools is that of teaching young people to read with comprehension, to write effectively, and to make proper use of mathematical concepts and operations. The development of these three skills is so essential to the attainment of other skills and the acquisition of knowledge that they are often referred to as the "basic skills." Step by step mastery of these skills is the key to further education and a productive life.

Because of the paramount importance of reading comprehension, writing, and mathematics, the Board of Regents and the State Education Department have established a competency testing program that has two purposes: (1) to assure the early identification of students who need special help in developing these skills, and (2) to assure that students have acquired an adequate competence in these skills before receiving a high school diploma. Early identification is accomplished by local schools through the use of the formal and informal measures of achievement that are part of a school's regular instructional program. It is a systematic process that must begin with the school's first contact with the student and must continue throughout the student's years in the school.

The statewide testing program provides several check points that can be incorporated into the school's system for identifying students who are deficient in the basic skills and for correcting these deficiencies: the Pupil Evaluation Program tests in reading and mathematics in grades 3 and 6 and the preliminary competency tests in reading and writing in grades 8 or 9. To determine whether or not students have acquired proficiency in the three basic skills before graduation from high school, the Department has developed a new series of Regents competency tests. Tests in reading comprehension and in writing will be administered in grades 11 and 12. The test in mathematics will be administered after the student has completed the required high school course in mathematics. Beginning June 1, 1981, no student may receive a high school diploma without demonstrating competence in reading comprehension, writing, and mathematics by obtaining passing marks either on the Regents competency tests or on the Regents high school examinations in English and mathematics.

Setting Standards

Of crucial importance to the Regents competency testing program is the determination of the minimum performance standards to be required. How well should a student be able to read, to write, and to use mathematics in order to receive a high school diploma?

To initiate the standard-setting process, the Regents have set tentative diploma standards in terms of minimum passing scores on each of the new Regents competency tests. The Regents plan to establish the final standards at the February 1979 meeting, based on a widespread review by statewide public and nonpublic educational organizations, the Commissioner's and Regents' advisory councils, and representatives of the University of the State of New York attending the Regents regional conferences. The Regents are also making a concerted effort through the press and news media to obtain the advice of lay organizations and the general public on these tentative standards.

READING COMPREHENSION

Description of the Test

The Regents Competency Test in Reading is a new type of test. It is called "Degrees of Reading Power" and is designed to measure a student's ability to understand written material of varying levels of difficulty. The test consists of a series of nonfiction prose passages on a variety of topics. Each passage has about 300 words. The passages are presented in the test in order of difficulty, beginning with very easy material and progressing to very difficult material. Seven words are omitted in each passage, and the student selects the most appropriate word from the five alternatives provided for each deleted word.

This test differs from the usual standardized tests of reading achievement which are designed to measure various components of reading comprehension, such as the ability to draw inferences from what is read, to derive the meaning of words from context, and to identify the main idea or central thought of a passage. The "Degrees of Reading Power" test is intended to measure (1) understanding of the meaning within individual sentences, and (2) ability to derive meaning from connected prose text with many sentences. The student should be able to respond correctly to all (or nearly all) questions in the test up to the point where he or she can no longer understand a passage sufficiently well to decide which alternative is the correct word. All the information that is needed to answer the questions correctly is presented in the passage; there is no need to supply information from memory and/or past experience. All the deleted words and the alternatives are words that are in common use and of uniform difficulty. Thus the test items become more difficult only with respect to the difficulty of the prose text in the passage. A student's score on the test is an indication of the most difficult prose reading material which that student can comprehend. This information can be used by the teacher to select materials for instruction and independent reading assignments which are of an appropriate difficulty level for that student.

The Tentative Standard

Three sample passages from the "Degrees of Reading Power" test are provided on the following pages. A list of correct answers is included in the scoring key on page 29. The passages are arranged in order of difficulty: Passage A is the least difficult and Passage C is the most difficult. The tentative standard is represented by Passage B. Students must be able to comprehend at a 65% mastery level reading material that is at least as difficult as the prose text contained in Passage B. This tentative standard reflects the level of difficulty of textbooks used by high school students.

An illustrative textbook passage follows immediately after the test passages. It has approximately the same readability or difficulty level as Passage B, the tentative standard.

Please review these passages carefully, from the standpoint of what should be the minimum difficulty level of materials that students receiving a high school diploma should be able to read with comprehension. Then indicate your reaction and comments by completing the appropriate part of the attached questionnaire.

Sample Reading Passages

Passage A

Bridges are built to allow a continuous flow of highway and railway traffic across water lying in their paths. But engineers cannot forget the fact that river traffic, too, is essential to our economy. The role of ___1__ is important. To keep these vessels moving freely, bridges are built high enough, when possible, to let them pass underneath. Sometimes, however, channels must accommodate very tall ships. It may be uneconomical to build a tall enough bridge. The ___2__ would be too high. To save money, engineers build movable bridges.

1 a) wind b) boats c) weight d) wires e) experience

2 a) levels b) cost c) standards d) waves e) deck

In the swing bridge, the middle part pivots or swings open. When the bridge is closed, this section joins the two ends of the bridge, blocking tall vessels. But this section ___3__. When swung open, it is perpendicular to the ends of the bridge, creating two free channels for river traffic. With swing bridges, channel width is limited by the bridge's piers. The largest swing bridge provides only a 75-meter channel. Such channels are sometimes too ___4__. In such cases, a bascule bridge may be built.

3 a) stands b) floods c) wears d) turns e) supports

4 a) narrow b) rough c) long d) deep e) straight

Bascule bridges are drawbridges with two arms that swing upward. They provide an opening as wide as the span. They are also versatile. These bridges are not limited to being fully opened or fully closed. They can be __5__ in many ways. They can be fixed at different angles to accommodate different vessels.

5 a) approached b) crossed c) lighted d) planned e) positioned

In vertical lift bridges, the center remains horizontal. Towers at both ends allow the center to be lifted like an elevator. One interesting variation of this kind of bridge was built during World War II. A lift bridge was desired, but there were wartime shortages of the steel and machinery needed for the towers. It was hard to find enough __6__. An ingenious engineer designed the bridge so that it did not have to be raised above traffic. Instead it was __7__. It could be submerged seven meters below the river surface. Ships sailed over it.

6 a) work b) material c) time d) power e) space

7 a) burned b) emptied c) secured d) shared e) lowered

Passage B

Before anesthetics were discovered, surgery was carried out under very severe time restrictions. Patients were awake, tossing and screaming in terrible pain. Surgeons were forced to hurry in order to constrain suffering and minimize shock. __8__ was essential. Haste, however, did not make for good outcomes in surgery. No surprise, then, that the __9__ were often poor.

The discovery of anesthetics happened, in part, by accident. During the early 1800's, nitrous oxide and ether were used for entertainment. At "ether frolics" in theaters, volunteers would breathe these gasses, become lightheaded, and run around the stage laughing and dancing. By chance, a Connecticut dentist saw such a __10__. One volunteer banged his leg against a sharp edge. But he did not __11__. He paid no attention to his wound, as though he felt nothing. This gave the dentist the idea of using gas to kill pain.

At first, using the "open drip method," ether and chloroform were filtered through a cotton pad placed over the mouth and nose.

8 a) Blood b) Silence c) Speed d) Water e) Money

9 a) quarters b) teeth c) results d) materials e) families

10 a) show b) machine c) face d) source e) growth

11 a) dream b) recover c) succeed d) agree e) notice

This direct dose was difficult to regulate and irritating to the nose and throat. Patients would hold their breath, cough, or gag. This made it impossible for them to relax, let alone sleep. Consequently, surgery was often __12__. It couldn't begin until the patient had quieted and the anesthesia had taken hold.

12 a) delayed b) required c) blamed d) observed e) repeated

Today's procedures are safer and more accurate. In the "closed method" a fixed amount of gas is released from sealed bottles into an inhalator bag when the patient exhales. He inhales this gas through tubes with his next breath. In this way the gas is __13__. The system carefully regulates how much gas reaches the patient.

13 a) heated b) controlled c) cleaned d) selected e) wasted

For dentistry and minor operations, patients need not be asleep. Newer anesthetics can be used which deaden nerves only in the affected part of the body. These __14__ anesthetics offer several advantages. For instance, since the anesthesia is fairly light and patients remain awake, they can cooperate with their doctors.

14 a) local b) natural c) ancient d) heavy e) three

Passage C

An indispensable element in the development of telephony was the continual improvement of telephone station instruments, those operating units located at the client's premises. Modern units normally consist of a transmitter, receiver, and transformer. They also contain a bell or equivalent summoning device, a mechanism for controlling the unit's connection to the client's line, and various associated items, like dials. All of these ____15____ have changed over the years. The transmitter, especially, has undergone enormous refinement during the last century.

15 a) parts b) costs c) services d) models e) routes

Bell's original electromagnetic transmitter functioned likewise as receiver, the same instrument being held alternately to mouth and ear. But having to ____16____ the instrument this way was inconvenient. Suggestions understandably emerged for mounting the transmitter and receiver onto a common handle, thereby creating what are now known as handsets. Transmitter and receiver were, in fact, later ____17____ this way. Combination handsets were produced for commercial utilization late in the nineteenth century, but prospects for their acceptance were uncertain as the initial quality of transmissions with the handsets was disappointing. But ____18____ transmissions followed. With adequately high transmission standards attained, acceptance of handsets was virtually assured.

16 a) store b) use c) test d) strip e) clean

17 a) grounded b) marked c) covered d) priced e) coupled

18 a) shorter b) fewer c) better d) faster e) cheaper

Among the most significant improvements in transmitters has been the enormous amplification (up to a thousandfold) of speech sounds. This increased ___19___ has benefitted telecommunications enormously. Nineteenth century telephone conversations frequently were only marginally audible, whereas nowadays even murmured conversations can be transmitted successfully, barring unusual atmospheric or electronic disturbances.

19 a) distance b) speed
c) market d) volume
e) number

Vocal quality over nineteenth century instruments was distorted, the speaker not readily identifiable. By comparison, current sound is characterized by considerably greater naturalism. Modern telephony produces speech sounds more nearly resembling an individual's actual voice. Thus it is easier to ___20___ the speaker. A considerable portion of this improvement is attributable to practical applications of laboratory investigations concerning the mechanisms of human speech and audition. These ___21___ have exerted a profound influence. Their results prompted technical innovations in modern transmitter design which contributed appreciably to the excellent communication available nowadays.

20 a) time b) help
c) bill d) stop
e) recognize

21 a) studies b) rates
c) materials d) machines
e) companies

"We have already discussed some of the pitfalls in reasoning--the use of a dubious authority, hasty generalization, and the false analogy. These came up naturally in connection with the kind of reasoning in which they are most likely to occur. There are also some other important errors in reasoning that may come up in a variety of situations. Being aware of them will help you to be sure that your reasoning is clear and logical. The purpose of much of our discussion and writing is to find remedies and preventative measures for existing evils. As any physician knows, the first step in assigning a remedy for an illness is to find the cause, and it is important that the true cause be found. In our effort to explain an event or a situation, we naturally examine the events which preceded it. We look for the cause. In so doing, however, we must not make the mistake of assuming that just because one event preceded another, it caused the second event. A Latin phrase is commonly used to describe this kind of thinking: post hoc, ergo propter hoc, which means "after this, therefore because of this." A simple example of this kind of error in thinking derives from our superstitions. For instance, you may slip on the stairs and sprain your ankle so badly that you are on crutches for weeks. Looking back on events preceding the accident, you recall that when you were on your way from school earlier in the day, a black cat crossed your path."

English Grammar & Composition. J.E. Warriner and F. Griffith; Harcourt Brace & World, Inc., 1965, p. 397.

Description of the Test

The Regents Competency Test in Writing is designed to measure a student's ability to organize and develop ideas in written form at an acceptable level of proficiency in language skills which include sentence structure, spelling, punctuation, capitalization, and usage.

The test consists of three types of writing tasks. The specific writing tasks for each test will be drawn from an established list of topics for each type of task. The types of writing tasks, the established lists of topics, and the criteria for rating of answers will be published prior to the initial administration of the Regents Competency Test in Writing.

The student is required to write each of the following:

- A business letter registering a complaint and requesting corrective action. Possible topics for the business letter may involve situations such as: (1) failure to receive a camera ordered by mail, (2) refusal of a store to refund money for a defective toaster, (3) inadequate recreational facilities for young people in the neighborhood.

- A report based upon data supplied. Possible topics for the report may include: (1) an account of a sporting event, (2) an interview with a faculty member, (3) an analysis of a product for young people.

- A statement of about 200 words that will persuade a specific audience. Possible topics for this statement may include writing to: (1) the board of education to recommend that a subject be added to the curriculum, (2) a member of the State Senate or Assembly to recommend specific legislation favoring young people, (3) the president of the local automobile association to ask the association to sponsor a young people's Drive-a-Rama.

In the rating of answers for the Regents Competency Test in Writing, the technique of holistic scoring will be used. This means that each answer will be rated on the basis of its total effect and overall quality with respect to both content and expression. Each of the three answers for each student will be rated by a different person. Thus, the total score for a student on the Regents Competency Test in Writing will be a composite of three raters' judgments.

The Tentative Standard

A sample question for the third writing task, the criteria for rating, and a set of four sample student answers are provided on the following pages. The tentative standard is a score of 65%. Sample answer C on page 15 illustrates a 65% mastery level. This tentative standard represents a minimum level of competency in the ability to communicate effectively and correctly in writing for students receiving a high school diploma.

Please review the sample student answers on the basis of the criteria given for rating. Then select the sample answer which best represents a minimally acceptable piece of writing for a student graduating from high school. After you have made your selection, you may wish to refer to the ratings of the sample answers given in the scoring key on page 29. Then indicate your selection and comments by completing the appropriate part of the attached questionnaire.

Sample Question for Third Writing Task

Your community is considering a proposal to ban driving by teenagers after dark. Write a letter, of about 200 words, to the mayor or other official in your community. In your letter, defend or attack the above proposal. State your opinion. Give two reasons for it, and explain each reason. Write only the body of the letter.

Your answer will be rated on the following:

Statement of your opinion
Your two reasons and the explanation for each
Your overall plan
Your paragraphing
Your sentence structure, spelling, punctuation, capitalization, and usage

Rating Criteria for Third Writing Task

The rating of a student's answer is to be based upon the criteria below with chief emphasis to be placed upon the following:

Content

The student's opinion about the issue is stated. The reasons for this opinion are given and are explained adequately.

Organization and Development

The student's answer is developed according to an overall plan or pattern. The individual paragraphs are well-developed and knowledge of when to paragraph is demonstrated. Transitions between sentences and paragraphs are suggested.

In addition, emphasis is to be placed upon the mechanics of writing which include observance of rules for sentence structure, spelling, punctuation, capitalization, and usage.

Sample Answer A

I believe that the proposal to ban driving by teenagers after dark is an extremely unreasonable request.

My first complaint is the totally restrictive effect this proposal could have on the older teenagers like myself. For instance, all job opportunities would be limited to daylight hours only. This would crush ambitious attitudes in many teenagers. Also, any kind of amusement would have to be crammed into the daytime, leaving houses full of cooped-up teenagers inside with nothing to do. These kinds of situations are not constructive or idealistic.

Secondly, this proposal is not realistic. I happen to live in a scarcely populated area where there is no mass transit system. Food stores and drug stores are located miles away from our house. If there were an accident in the house and I were the only one home at night, I would not be able to drive the injured party to the hospital, which is ten miles away. If this proposal were passed, it could be dangerous or hazardous to someone's health.

Ban driving by teenagers after dark? Ridiculous! Doing so would only work against, instead of for, our society and its people.

Sample Answer B

in responce to the proposal made regarding the ban of teenage driving at night, I feel that this is a grave mistake. How are the young people of this community ever to learn to accept responsibility and maturity, when the simple act of driving a car at night is prohibited? Though teenagers, now, they will some day be adults and must learn to face certain accountabilities. If they have proven their ability to operate a car, and are confidantly given the priviledge to drive, then this priviledge should hold true for both the night and the day.

This proposal if made law, would be very bad for many proffessions. Think of the business lost by movie theaters, discotheques, and fast-food restarants in and around the community, if one of their biggest customers, teenagers were forbidden to drive at night. Also, think of the time that would be wasted by policemen tracking down "breakers" of this proposed law, while more serious crimes would be happenning.

I am sure this will be only one of many letters against this proposal. I hope, though, that you will take this letter and the statements made into consideration, for the topic at hand is a serious one to the teenagers and others of the community.

Sample Answer C

I am writing this letter to inform you that I am against the proposel to ban driving by teenagers after dark. I feel that teenagers are not the only ones who drive after dark that get in acidents, go through red lights, and speed.

I do realize that some teenagers do take advanteges of driving when they have a bunch of kids in a car. However, the majority of teenagers who do drive at night do not do things to disrupt our town. In most situations there are always a particular bunch of people who do abuse their privledges.

The reasons why some kids should be able to drive after dark are important. I know an eighteen year old girl who has to drive five miles one way to work at 8:30 pm. and has to drive back homw at 12:30 am. Also in emergency teenagers should be able to drive at night.

I wish you would consider the points I have made in this letter to not to ban teenagers driving after dark.

Sample Answer D

I think that kids should be able to drve a night even if they are 18 teen. When you are 16 teen you are alowed to drive at night if there is a licences driver with you. So there is no difference. If you live in the country you are pretty fare away from things to do. So it is important thatl they can drive at night. If they can't drive they would hang around in the towns and the might case some trouble. Some kids get jobs when they are in the teens. If they work at night, and aren't alowed to drive at night they might loss there job or they will have to have someone bring them. The car market might go down, because why would someone what to buy a car if the only time they can drive it was during the day. There would be less kids going to the movies, or shoping then they would not make money anymore. If would not be fare to teenagers to. When you were a teenager you could not wait to drive at night. It is unconstentutional becaus you are critasing the teenagers in America. In the winter time it gets dard earlyer so they would sit in all winter long.

MATHEMATICS

Description of the Test

The Regents Competency Test in Mathematics is designed to measure competence in the skills described in the new syllabus, "General High School Mathematics." This is the recommended curriculum for the one year of high school mathematics study required for students not enrolled in Regents mathematics courses. The test questions cover the core areas of: integers and rational numbers including the fundamental operations of addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions; graphing, including critical analysis and interpretation of graphs and charts; the measurement of geometric figures and the metric system; ratio, proportion, and percent; probability and statistics; and consumer and job-related mathematics.

There are 60 questions on each test. Approximately one-third of the questions are open-ended, i.e., the students supply the answer. The remaining questions are multiple-choice, i.e., the students select the correct answer from among four choices given.

The Tentative Standard

A sample set of 60 questions for a Regents Competency Test in Mathematics is provided on the following pages. The tentative standard is a 65% passing grade on a test such as this. A list of correct answers is included in the scoring key on page 30. Please review this set of questions carefully, keeping in mind the tentative standard as 65% (39 correct responses). Then complete the appropriate part of the attached questionnaire with your reaction and comments.

Sample Set of Mathematics Questions

In this first group of sample questions, students must supply the correct answer rather than select a correct answer from among several choices.

1 Add:
$$\begin{array}{r} 215 \\ 86 \\ \underline{193} \end{array}$$

2 From 761 subtract 257.

3 Multiply:
$$\begin{array}{r} 206 \\ \times\ 57 \end{array}$$

4 Divide: $25\overline{)4175}$

5 Divide: $408 \div 4$

6 Multiply: $\frac{1}{2} \times \frac{3}{4}$

7 Add: 3.4 and 1.16

8 Find the product of 3.4 and 7.8.

9 If 12.36 is divided by 6, what is the quotient?

10 What is $\frac{2}{3}$ of 30?

11 Subtract:
$$\begin{array}{r} 9.67 \\ \underline{4.85} \end{array}$$

12 Divide: $8 \div \frac{1}{3}$

13 If John spends $6.45, how much change should he receive from a $10 bill?

14 What is the average (mean) of 81, 72, and 78?

15 How many cubic centimeters are in the volume of a rectangular box 6 cm long, 4 cm wide and 3 cm high?

16 What is the perimeter of a rectangle with length 6 and width 2?

17 A number of test scores are arranged as follows: 58, 65, 65, 75, 85, 85, 99. What is the median score?

18 Solve for x: $4x + 1 = 17$

19 Solve for x: $\frac{6}{10} = \frac{x}{30}$

20 A team lost 40% of its games. If the team played 30 games, how many games were lost?

21 On a map 1 centimeter represents 12 kilometers. How many kilometers does $2\frac{1}{2}$ centimeters on the map represent?

22 What is the area of a square with each side of length 5?

In the following group of questions, students are to select the correct answer from among the four choices given.

23 Which number makes this open sentence true?

$\square - 186 = 54$

(1) 132 (3) 240
(2) 238 (4) 250

24 The sum of $\frac{3}{5}$ and $\frac{2}{3}$ is

(1) $\frac{5}{8}$ (3) $\frac{19}{15}$

(2) $\frac{5}{15}$ (4) $\frac{6}{8}$

25 What is the least common denominator of the fractions $\frac{1}{2}$, $\frac{2}{3}$, and $\frac{5}{6}$?

(1) 36 (3) 12
(2) 18 (4) 6

26 Which has the same value as $\frac{17}{5}$?

(1) 12 (3) $3\frac{2}{5}$

(2) $2\frac{2}{5}$ (4) $5\frac{2}{3}$

27 When written as a percent, the fraction $\frac{3}{4}$ is

(1) 25% (3) 75%
(2) $66\frac{2}{3}$% (4) $87\frac{1}{2}$%

28 If 46,534 people were at a football game, what would be the total attendance, reported to the nearest thousand?

(1) 40,000 (3) 47,000
(2) 46,000 (4) 50,000

29 Which number represents seventy thousand eight hundred?

(1) 7,080 (3) 70,800
(2) 70,080 (4) 78,000

30 When listed in order from smallest to largest, which fraction would be first?

(1) $\frac{1}{5}$ (3) $\frac{1}{3}$
(2) $\frac{1}{2}$ (4) $\frac{1}{4}$

31 The cost of a telephone call was listed as:

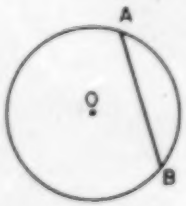
$1.00 for the first 3 minutes
.30 for each additional minute

What would be the total cost of a telephone call that was 6 minutes long?

(1) $1.80 (3) $2.00
(2) $1.90 (4) $2.80

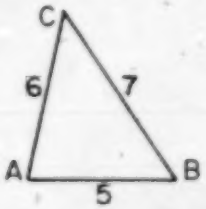
32 If A and B are points on the circle, then $\overline{AB}$ is

(1) an arc
(2) a chord
(3) a diameter
(4) a radius



33 In the triangle ABC, what is the ratio of AB to BC?

(1) 5:6
(2) 5:7
(3) 7:5
(4) 6:5



34 Which number has the greatest value?

(1) .0824 (3) .125
(2) .1032 (4) .091

35 Mr. Black had a balance of $325.15 in his checking account. If he made a deposit of $75, what would be the amount of the new balance in his checking account?

(1) $250.15 (3) $325.90
(2) $324.40 (4) $400.15

36 The sum of -11 and -8 is

(1) -19 (3) 3
(2) -3 (4) 19

37 One day in March the highest temperature was 8°C and the lowest was -3°C. What was the total number of degrees difference between the highest and lowest temperatures that day?

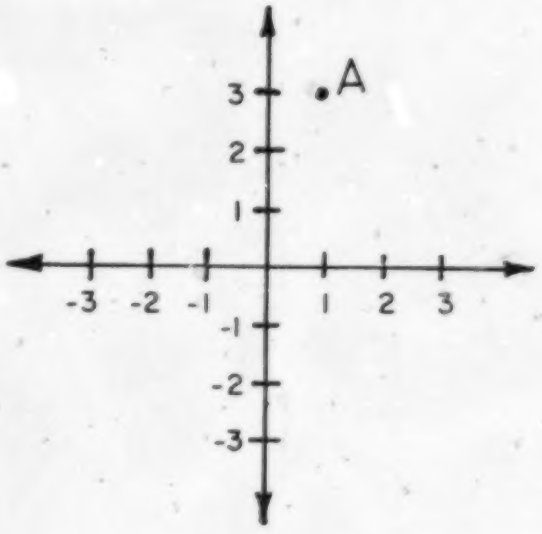
(1) 8 (3) 3
(2) 11 (4) 5

38 The expression 10^3 is equal to

(1) 30 (3) 1,000
(2) 300 (4) 10,000

39 On the accompanying graph, point A has coordinates

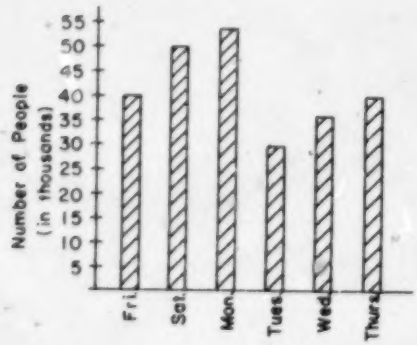
(1) (0,3) (3) (3,0)
(2) (1,3) (4) (3,1)



40 The circle graph below shows how each tax dollar is spent in Salt City. What is the largest part of the tax dollar spent for?

(1) repairs (3) education
(2) salaries (4) parks

41 The graph below shows the number of people attending each game of the World Series one year. On which day did the fewest number of people attend a World Series game?



(1) Friday (3) Tuesday
(2) Monday (4) Thursday

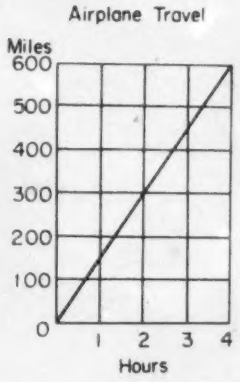
42 The graph below represents the relationship between distance traveled and flying time for a certain airplane. How many hours of flying time did the airplane require to travel 450 miles?

(1) $2\frac{1}{2}$

(2) 2

(3) 3

(4) $3\frac{1}{2}$



43 Which is a prime number?

(1) 21 (3) 101
(2) 99 (4) 126

44 Mr. Jones bought a jacket for $15.00 and had to pay a 7% sales tax. If he gave the clerk $20, what should his change be?

(1) $1.05 (3) $4.95
(2) $3.95 (4) $16.05

45 If carpeting costs $9.50 a square meter, what is the total cost of carpeting an entire room floor which is 3 meters by 4 meters?

(1) $66.50 (3) $133
(2) $114 (4) $228

46 Mary buys a television set with a $25 downpayment and 6 installment payments of $20. The total cost of the television set is

(1) $95 (3) $145
(2) $120 (4) $150

47 Central High School has an enrollment of 50 freshmen, 40 sophomores, 60 juniors, and 30 seniors. What is the ratio of the number of juniors to the total enrollment?

(1) $\frac{1}{6}$ (3) $\frac{2}{3}$

(2) $\frac{1}{4}$ (4) $\frac{1}{3}$

48 The area of a circle with a radius of 5 centimeters is

(1) 10π cm^2 (3) 25π cm^2

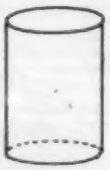
(2) 20π cm^2 (4) 100π cm^2

49 The circumference of a circle with a radius of 4 is

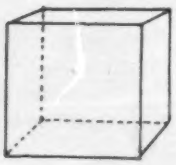
(1) 2π (3) 8π

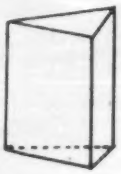
(2) 4π (4) 16π

50 Which is a picture of a cylinder?

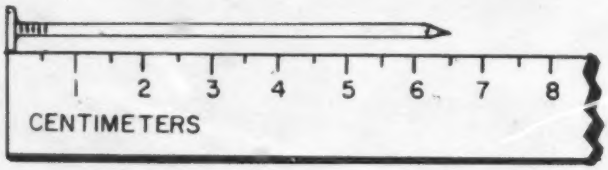
(1) 

(3)

(2) 

(4) 

51 A nail is placed against a ruler as shown in the drawing below. How many centimeters long is the nail?



(1) 7.0
(2) 6.5
(3) 6.0
(4) 5.5

52 A race began at 11:00 a.m. The winner ran the course in 2 hours and 19 minutes. At what time did the winner cross the finish line?

(1) 8:41 a.m.
(2) 12:19 p.m.
(3) 1:19 p.m.
(4) 2:19 p.m.

53 Each house below represents 10,000 homes. What is the total number of homes represented by the figures?

(1) 40,500
(2) 45,000
(3) 405,000
(4) 450,000

54 A radio is sold in a store for $54.50. The same radio can be ordered through the mail for $24.50 plus $1.50 for postage. How much would be saved by buying the radio through the mail?

(1) $28.50
(2) $30.00
(3) $30.50
(4) $53.00

55 A stereo which usually sells for $450 is on sale for $\frac{1}{3}$ off. What is the sale price?

(1) $33
(2) $150
(3) $300
(4) $417

56 Lisa has a board $12\frac{1}{2}$ inches long. If she cuts $1\frac{1}{4}$ inches off the board, how long will the board be?

(1) $10\frac{1}{4}$ inches

(2) 11 inches

(3) $11\frac{1}{4}$ inches

(4) $11\frac{1}{2}$ inches

57 If 3 cases of canned fruit cost $27, then 1 of these cases would cost

(1) $81 (3) $3
(2) $18 (4) $9

58 Peter earns $2 per hour at a part-time job. How much does he earn in a day when he works $5\frac{1}{2}$ hours?

(1) $10 (3) $12
(2) $11 (4) $12.50

59 How many kilometers are there in the 10,000 meter run?

(1) 1 (3) 10
(2) 2 (4) 100

60 What is the probability of obtaining a head when a coin is tossed?

(1) 1 (3) $\frac{1}{3}$

(2) $\frac{1}{2}$ (4) $\frac{1}{4}$

SCORING KEY

Answers for Sample Reading Passages

1	b	8	c	15	a
2	b	9	c	16	b
3	d	10	a	17	e
4	a	11	e	18	c
5	e	12	a	19	d
6	b	13	b	20	e
7	e	14	a	21	a

Ratings of Sample Answers for Sample Writing Task

A Excellent	Content--excellent; opinion stated, reasons given and fully explained Organization and Development--excellent; plan evident and well executed, knowledge of paragraphing demonstrated, transitions used Mechanics--excellent; no errors in sentence structure, spelling, punctuation, capitalization or usage.
B Very Good	Content--very good; opinion stated, reasons given and explained Organization and Development--very good; plan well executed, knowledge of paragraphing demonstrated, transitions used Mechanics--very good; several basic words misspelled, a few errors in punctuation.
C Minimally Acceptable	Content--weak; opinion stated, reasons given but not fully explained Organization and Development--weak; plan evident, paragraphing not well developed, transitions lacking Mechanics--very good; some basic words misspelled, error in usage.
D Very Poor	Content--poor; opinion stated but presentation of ideas incoherent Organization and Development--poor; plan not evident, knowledge of paragraphing lacking Mechanics--poor; run-on and incomplete sentences, many basic words misspelled, many basic rules in punctuation, capitalization and usage not observed.

Answers for Sample Mathematics Questions

(1)	494	(21)	30	(41)	3
(2)	504	(22)	25	(42)	3
(3)	11,742	(23)	3	(43)	3
(4)	167	(24)	3	(44)	2
(5)	102	(25)	4	(45)	2
(6)	3/8	(26)	3	(46)	3
(7)	4.56	(27)	3	(47)	4
(8)	26.52	(28)	3	(48)	3
(9)	2.06	(29)	3	(49)	3
(10)	20	(30)	1	(50)	1
(11)	4.82	(31)	2	(51)	2
(12)	24	(32)	2	(52)	3
(13)	$3.55	(33)	2	(53)	2
(14)	77	(34)	3	(54)	1
(15)	72	(35)	4	(55)	3
(16)	16	(36)	1	(56)	3
(17)	75	(37)	2	(57)	4
(18)	4	(38)	3	(58)	2
(19)	18	(39)	2	(59)	3
(20)	12	(40)	3	(60)	2

QUESTIONNAIRE

Please indicate your views on what the standards should be in each skill area for graduation from high school in New York State by circling the appropriate number on each of the scales below.

Reading Comprehension

What is the *minimum* difficulty level of materials that students receiving a high school diploma should be able to read with comprehension?

Please circle the number at the point on the scale at the right that best corresponds to your view. For example, if you feel that Passage A represents an appropriate minimum, circle the number 3; if you think that an appropriate minimum would be between Passages B & C, circle the number 6; if you believe that an appropriate minimum would be somewhat less than Passage A, circle the number 2; etc.

Reading Comprehension

Much greater than C	9
Somewhat greater than C	8
Passage C	7
Between B & C	6
Passage B	5
Between A & B	4
Passage A	3
Somewhat less than A	2
Much less than A	1

Writing

What is the *minimum* level of writing competency that should be demonstrated by students receiving a high school diploma?

Please circle the number at the point on the scale at the right that best corresponds to your view. For example, if you feel that Sample Answer B represents an appropriate minimum, circle the number 6; if you think that an appropriate minimum would be between Sample Answers C & D, circle the number 3; etc.

Writing

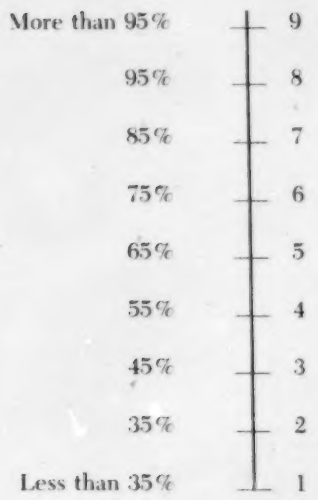
Greater than A	9
Sample A	8
Between A & B	7
Sample B	6
Between B & C	5
Sample C	4
Between C & D	3
Sample D	2
Less than D	1

Mathematics

What is the *minimum* level of competency in mathematics that should be demonstrated by students receiving a high school diploma?

Please circle the number at the point on the scale at the right that best corresponds to your view. For example, if you feel that answering correctly 85% of the sample set of questions would represent an appropriate minimum, circle the number 7; if you think that answering correctly 35% of the sample set of questions would represent an appropriate minimum, circle the number 2; etc.

Mathematics



* * * * * *

Name (Optional) _____

School/District _____

ASSIGNMENT *(Check only one)*

Principal or
Vice Principal ..... ☐ 1

Classroom Teacher

Elementary ..... ☐ 2

Secondary-English ..... ☐ 3

Secondary-Mathematics ..... ☐ 4

Secondary-Other ..... ☐ 5

Other Professional Staff ..... ☐ 6

COMMUNITY TYPE *(Check only one)*

Public

New York City ..... ☐ 1

Large City (Albany, Buffalo, Niagara Falls, Rochester, Syracuse, Utica, Yonkers) ..... ☐ 2

Other City ..... ☐ 3

Village or Central District (with over 2,500 enrollment) ..... ☐ 4

Central District (with 2,500 pupils or less) ..... ☐ 5

Nonpublic

New York City ..... ☐ 6

Other ..... ☐ 7

Please return this questionnaire to:

Division of Educational Testing
State Education Department
Albany, New York 12234

Thank you for your cooperation.

Gordon M. Ambach
Commissioner of Education